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THE BUREAU OF EDUCATION

The limitations of the federal Bureau of Education are becoming more evident with the increasing demands for larger service from such an agency. The pressing nature of the problem is well expressed in the following quotation from an editorial appearing in the February number of the *Journal of the National Education Association*:

The Constitution of the United States commits the control of education to the respective states. The National Education Association believes that the control of education should remain in the states and that the federal government should discharge its educational responsibilities by conducting researches in the various fields of education and by financial co-operation with the states in certain fundamentals which are essential to good citizenship in both state and nation.

The scant support which the Bureau of Education has received at the hands of the federal government is a disgrace to the nation. Men and women of proved educational ability have been paid salaries that would be too low even for mere clerks. In many cases the government has been unable to obtain the services of recognized experts for the salaries provided. Important investigations have been left unmade or have been taken up by agencies less well fitted than the government to make them. Whole departments of educational activity have lacked that stimulus which would come from a careful study of

the facts. The gravity of the situation is well set forth in the report of the Commissioner of Education, Honorable John J. Tigert, for the year ending June 30, 1921, in which he says:

"I am of the opinion that the department should seriously consider the question as to the advisability of continuing the Bureau of Education on the present basis of wholly inadequate support. The need of a national governmental agency to perform the functions expected of this bureau is imperative and unquestioned. The efforts to meet the need, however, are largely nullified by the legislative restrictions and financial limitations by which the Bureau is at present handicapped. In my judgment, it would be better for the federal government to withdraw from this field of activity entirely unless provision is to be made for it on a more liberal basis, and the policy definitely adopted of attempting to render in an effective and authoritative way the kinds of constructive service which the people and the educators themselves demand. It is futile to continue this organization on the present penurious basis and to expect returns that justify the outlay."

TEACHING THE A-B-C'S

The *Detroit Educational Bulletin* contains the following:

The ups and downs of educational method afford an interesting study. For instance, when our fathers went to school, no one would ever have deemed it necessary to emphasize the teaching of A-B-C's. From time immemorial, the very first step in a child's education was to learn the letters of the alphabet in order. Every child who had been to school at all, at least knew his alphabet. Mastery of the alphabet was taken for granted in all subsequent educational work.

But times have changed since the days of our fathers. The scientific study of the way children learn proved conclusively that the best first point of attack in the reading problem is the meaning of whole sentences, not letters, that the breaking up of sentences into words comes next, and that the analysis of words into letters is the very last step of all. Under the best modern methods, the little beginner learns to read as well in eight or nine weeks as our fathers and mothers did in several years.

The inevitable consequences have followed. The direct teaching of the alphabet has tended to disappear from school work. However, incidental learning is never thorough learning. For mastery there must be systematic drill, organized effort. Very curiously also with the decline of the emphasis on the teaching of the letters, there has come a greater social need for a thorough mastery of the alphabet. A man today makes use of the telephone directory, the dictionary, and similar books of reference much more frequently than the man of two generations ago. Alphabetical filing is much more common than formerly. Use of indexes and similar alphabetical arrangements is on the increase. In these days, a thorough knowledge of the alphabet and the ability

to tell instantly and automatically whether "L" comes after or before "M" have ever a greater and greater social value.

In Detroit, direct provision is made for the teaching of the alphabet both incidentally and directly. In the second and third grades, the activities connected with reading extend the child's analysis to letters, and the wise teacher takes advantage of the opportunity to fix the alphabetical order through games and drill. From the fourth grade on, alphabetical listing of words, the taking of filing tests, and many similar activities are provided for directly in the courses of study in English and spelling. Occasionally a teacher or a principal does not recognize the importance of this type of work, but in general there is no excuse for any child's leaving school at the end of the compulsory period without a thorough knowledge of the alphabet and the ability to use that knowledge as a reference or filing tool.

REWARDS FOR SUMMER-SCHOOL WORK

The Grade Teachers' Association of Minneapolis has published a pamphlet written by Miss Clara Langvick and entitled "The Growth of Teachers in Service." This pamphlet publishes the results of an inquiry addressed to the State Department of Education and to three hundred city-school systems. The questions asked are as follows:

Does your city pay expenses of teachers while attending summer school?

What amount is allowed each?

Is it given as a bonus? As a raise in salary?

How much do you allow for travel?

How many teachers attended school during the summer of 1918? 1919?
1920?

How many teachers do you employ?

Do you provide a sabbatical vacation for **your** teachers on full pay? Half?
Part?

There were eight states which made an affirmative report. The details of their statements are as follows:

Delaware—\$100 is granted as a bonus.

Maryland—\$25 is granted as a bonus.

New Mexico—Cost of transportation to the school and return is paid.

Connecticut—Books, supplies, and instruction are provided free of cost.

Rhode Island—The state conducts a summer school and offers free tuition. Mileage is paid for normal-school students in regular courses.

Maine—Expenses are paid in the case of one group for special teacher-training work.

North Carolina—If credits are earned, the teachers receive a raise in salary.

Montana—Each county pays the tuition. State refunds to the county all above \$50 per teacher.

In Colorado, Baca County pays its teachers a bonus of \$10 for attendance at the normal institute.

In many cases the state superintendent wrote that it was common practice in many districts for the local board of education to reward attendance at summer school.

Of the 300 school systems addressed, 203 replied. In 131 no rewards are offered to teachers. From 72 an affirmative reply was received. A full statement of the practices of 22 selected cities is given in the table on page 485.

The author makes a comparison between the fourteen cities here reporting the full facts and forty-six cities which were included in the inquiry and reported that they gave teachers no rewards. The median percentage in the cities giving no reward was 13.7, as compared with 16.5 shown in the table for fourteen cities giving rewards.

Other tables are presented showing types of rewards different from those given in the table quoted. The author's general conclusion is as follows:

From the above facts it is reasonably fair to assume that approximately one-third of the cities in the United States offer some reward to teachers who are willing to make a real effort to enlarge their professional equipment by study or travel or the equivalent of these. The cities that are doing something in this line belong to no particular population group and to no one part of the country, all parts of the country and cities of all sizes being represented.

The most common basis for reward is study at summer school, though extension work is mentioned. Travel, home study, and attendance at professional meetings are not infrequently made the basis.

In most cases the reward is in addition to all other remuneration, though in some cases it is only the normal salary increase and refused to all who do not meet certain conditions. In other words, the plan seems to be to penalize those who do not show progress rather than to reward those who do show progress.

KINDERGARTEN-PRIMARY

The public-school system of Highland Park, Michigan, has taken a new step in the direction of a closer amalgamation of the kindergarten and first grade. Two large neighboring rooms in the Willard School, which were formerly used for the kindergarten and first

grade, have been reconstructed so as to furnish two small classrooms at each end of a large central room known as the "problem or work room."

City and Condition under Which the Reward Is Granted	Number of Teachers Employed	Number Attending Summer School	Percentage Attending Summer School
1. San Diego, California: When teachers present a year's credit they are advanced a year in salary schedule.			
2. Parkersburg, West Virginia: One-half of expenses—limited to \$100.			
3. Scranton, Pennsylvania: \$100 for 16 credits, \$200 for 32 credits.			
4. South Bend, Indiana: \$25 for each 5 semester hours of work.			
5. Terre Haute, Indiana: \$50 for 3 credits.			
6. Bismarck, North Dakota: \$76.			
7. Worcester, Massachusetts: 10% of annual salary. The amount must not exceed \$200.			
8. Rochester, New York: \$50 for work done at summer school.			
9. Omaha, Nebraska: \$100 as a permanent increase in salary to teachers receiving the maximum salary who earn 6 credits. \$50 to teachers who have not received the maximum and who earn 5 credits.	1,120	230	20.5
10. Davenport, Iowa: \$60 for 12 weeks of work. \$30 for 6 weeks of work.	330	3	.9
11. Racine, Wisconsin: \$100 for 60 hours of work.	290	60	20.6
12. Superior, Wisconsin: \$50.	275	34	12.3
13. Rock Island, Illinois: \$50.	181	18	9.9
14. La Crosse, Wisconsin: \$50.	160	20	12.5
15. Phoenix, Arizona: \$100 to teachers receiving the maximum salary and who earn 6 credits. Three such promotions may be made.	160	18	11.2
16. Fargo, North Dakota: \$75.	155	47	30.3
17. Ann Arbor, Michigan: \$100 increase in regular salary for a period of two years. Six credits are required.	135	30	22.2
18. Grand Island, Nebraska: \$75 for college work toward a degree.	103	36	34.9
19. Rutland, Vermont: Tuition and transportation.	66	6	9.0
20. Raton, New Mexico: \$75.	46	4	8.6
21. Jerome, Arizona: \$100 and transportation.	45	12	26.6
22. Biwabik, Minnesota: \$100.	41	14	34.1
Total for 14 cities.	3,107	532	17.1
Median percentage of 14 cities.			16.5

The children of both school divisions meet in the central room during the periods when formerly they were engaged in busy-work. They find in this common central room equipment which makes

it possible for them to engage in construction problems under the guidance of a special teacher.

In the small rooms at the sides are two other teachers carrying on the type of work which may be described as academic. All told, there are eighty pupils under the supervision of these three teachers, twenty in each small room and forty in the large room.

What these children are doing is described as follows by Miss Myrril Hight:

All reading, spelling, phonics, penmanship, and number work drills requiring a small group of children are carried on in small rooms, so that the teacher may be free to give as much individual attention as possible to each child. Thus, recognition of individual differences is given so that each child may progress according to his ability. Children are transferred from one group to another within the unit, keeping the child as nearly as possible with his own mental group.

An attempt is made to correlate the reading, spelling, etc., of the small study rooms with the activities of the large work room. For example, the daily newspaper printed in the large work room by the children using the price and sign maker outfits, is sometimes sent into the small rooms to be read by the other group of children, or story books made in the large room as an outgrowth of language, nature study, hygiene, or drawing are sent into the small room to be used as a reader for the day. Sometimes the children are encouraged to give the teacher of the small room sentences for the bulletin board, telling of their latest accomplishment in the large work room, thus furnishing an opportunity for correct language expression, motivated spelling, and reading. Whenever possible, stories are selected for their readers along the line of some handwork, nature or language activity going on at that time in the large room. Thus the work of all three rooms is unified.

The language, history, nature study, hygiene, music, drawing, handwork, physical training, plays and games, etc., where a large group of children can be handled to advantage are carried on in the large work room, as well as much incidental reading, spelling, and number work.

Many of the large group activities are an outgrowth of the natural experiences of the child as brought out through the study of the subjects mentioned above. An opportunity is also given individual children to work out their own projects and plans. The aim of the room is to develop self-expression, to enable the child to realize the possibilities and learn various uses of materials, to gain power over materials and enlarge his experiences.

TEACHING MORALS IN ELEMENTARY SCHOOLS

In Little Rock, Arkansas, a plan has been developed for teaching morals in the grades. A topic to be discussed is selected, and a lesson dealing with this topic is prepared through discussion between

the teacher and members of the class. After the lesson has been worked out, ten members of the class are selected to present it to other grades. A report published in one of the local papers shows how a lesson in honesty and responsibility was carried to other classes by representatives of the grade which originated it.

The door of Room 17 at the Peabody School swung open and twelve boys and girls from the second grade marched to the front of the IV A classroom. Every IV A pupil straightened in his seat and watched attentively while James Counts, the "doctor," stepped to the teacher's desk and reached for a miniature telephone which had been placed there for its part in the playlet, "Keeping a Promise." "Yes, this is Dr. Johnson," said the boy, "Who? At St. Vincent's Infirmary? Yes, I'll come right over."

"How many of you will stay at the office to answer the telephone?" asked the young "doctor" turning to the other eleven members of the party.

"I will," came from all in unison.

With his nurse and office assistant, Mildred Thorpe, accompanying him, "Dr. Johnson" left his office in charge of the other ten members of the party.

"Boys, let's go out and play marbles," suggested Kelly Grey.

"I'm not going," said one.

"Nor I," came from several others.

"But the phone will not ring, and besides we will hear it," Kelly insisted.

"I believe I'll go with him," said Wesley Barrentine, and the first two disloyal ones left the room.

Time hangs heavy when one has nothing to do, and one by one the children left their posts and broke their promise, as the temptation of a movie show, an auto ride, or an ice cream party was offered. Frank James was the only one who stood firm.

Then the phone rang. It was a call for the doctor to attend a broken arm.

"He's at the hospital," said Frank.

In each of the twenty-one rooms at the Peabody School these playlets are presented daily. Every student takes a part in the play or in a discussion of the points which the play is intended to convey to pupils.

Twenty-one subjects have been listed for the twenty-one rooms. The subjects include courtesy, self-reliance, honesty, and kindness, and other principles heretofore taught the pupils by lecturing and speeches.

The work, which is being carried out in all the schools under different schedules and plans, is the suggestion of the committee on training in morals and manners. Pupils taking part in the discussion of these subjects, following the presentation of the play, are able to grasp their meaning and value much more quickly than from a lecture given by a teacher or an older person. The system has been of untold value at the Peabody School, the principal said. All of the 950 students there will have taken part in some of the twenty-one playlets on these subjects by the close of the term.

The exercises for the year have been organized into a systematic course, the subjects for which were selected by the teachers after careful consideration and correspondence with other school systems interested in arranging lessons in morals and manners. The list of topics thus selected may be of interest to others working in this field and is reported by Principal Means of the Peabody School as follows:

Rooms	Subjects
A.	Cleanliness
B.	Self-reliance
C.	Loyalty to country
D.	Courtesy
E.	Food, sleep, exercise
F.	Kindness
G.	Kindness—different development
H.	Orderliness
I.	Cleanliness in clothes, body, and mind
J.	Loyalty to home
K.	Politeness
L.	Whose big brother or sister are you ?
M.	Incomplete job
N.	Work hard; play hard
O.	Honesty. Keeping your promise
P.	Entering and leaving building
Q.	Bullying
R.	Honesty in word and action
S.	Health
T.	Care of birds
U.	Waste not; want not

A NUTRITION EXPERIMENT

In Meriden, Connecticut, all of the children in the elementary schools were weighed and measured in March, 1921; tags were given out showing whether the children were underweight or overweight and how much; and circulars of instructions as to the use of milk as a food and the importance of normal growth and development were sent to the parents. Beginning in April milk was served daily in the schools to all children desiring it. Approximately 80 per cent of those enrolled drank milk regularly. The cost was twenty cents a week per child. It was provided free for those unable to pay. It was delivered in cases of half-pint bottles and

served at the morning recess. A straw was given with each bottle. In some schools the larger boys carried the cases directly to the classrooms where the milk was served and the bottles returned to the cases. In other schools all milk was served from a central place. In March the percentage of malnutrition was 25.1. In June it had been reduced 7 per cent, which meant that approximately 333 children had reached normal weight. For the 3,920 children taking milk daily, there was an average gain in weight of approximately five pounds. In June they were daily consuming in school 410 quarts more than in April; a large number of children who had previously not habitually had milk at home began drinking it. Parents became more interested in milk as a general food, especially for older children. A very important gain was in the substitution of milk for tea and coffee at home. In April 2,284 children reported that they drank tea and coffee regularly at home. In June this number had been reduced 50 per cent. Teachers, parents, and the public generally favored the plan and reported noticeable improvements in the children.

The significant relation of malnutrition to mental vigor and success in school work was indicated in a number of ways. In open-air classes, 59.5 per cent of the children were seriously underweight, but about 80 per cent recovered normal weight and health and returned to the regular classes after six months to two years of rest and feeding in which milk had an important place. Classes of mentally deficient children showed an average of 51.8 per cent malnutrition, indicating that they should have the same treatment as those in the open-air classes.

In two country schools, in which most of the children are from farms, the percentage underweight was 35.7, far higher than most classes in the city. A school with children mainly of Italian parentage showed the highest percentage of normal weight, while many children from well-to-do American homes showed a high percentage of malnutrition. Explanation for the failure of some children of high mental ability to complete the work of their classes was found by reference to their health and nutrition records.

In this brief period of experiment it was demonstrated that this nutrition work is of great value for better health and physical development and general school progress, building up in the lives

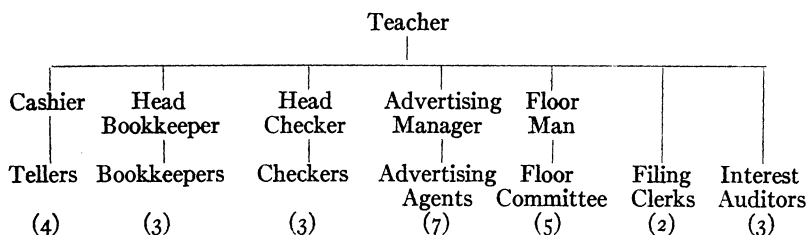
of many pupils the foundation of vigorous health essential for normal future growth and resistance of infection. It becomes, therefore, an important means for the betterment of the community and of the state.

DAVID GIBBS

THE BLEWETT THRIFT BANK

A well-conducted school savings bank may be made to serve a variety of functions. As organized in the Blewett Junior High School of St. Louis, the project not only gives direct education and practice in thrift, but also furnishes opportunities for instruction in office practice, bookkeeping, arithmetic, filing, advertising, and English. The following extract, quoted from a statement by Principal H. H. Ryan, describes the plan in operation.

Following is a graphic outline of the organization, as set up by Miss Elizabeth Rice, the instructor in charge:



One of the eighth-grade elective commercial classes was given the management of the bank as its work for one semester. Its daily commercial period was set at the noon hour, so that in the working out of the intricacies of the program each pupil of the school would find the bank open at his lunch hour on at least two days of the week. In addition, the class volunteered to keep the bank open for a few minutes before and after school each day.

The institution is a savings bank, its procedure being copied from that of the conventional savings bank. Interest is paid at six-month intervals at the rate of 3 per cent.

The new depositor is received by a member of the floor committee, who helps him make out his identification card, gives him a bank book which is marked with his name and serial number, and helps him make out a deposit slip for the initial amount. He then introduces the new customer to the appropriate teller. Each teller handles all those depositors the initial letters of whose names fall within a given section of the alphabet. The teller takes the deposit slip, countersigns it, enters the deposit in the passbook, and returns

the passbook to the depositor. Later deposits are handled in the same way, with, of course, less attention from the floor committee.

To withdraw, the depositor makes out a withdrawal slip and presents it to the teller, together with his passbook. The teller debits the amount in the passbook, stamps the withdrawal slip, and pays out the money. In the case of either deposit or withdrawal, the teller checks the amount with especial care; and in either case the depositor indicates on the slip the amount of his balance. This serves as a check on the ledger.

Withdrawal slips, after passing the teller, go directly to the bookkeepers; deposit slips go first to the checkers and then to the bookkeepers. Individual ledger cards are used, divided among the four bookkeepers according to the depositors' serial numbers. The head bookkeeper makes the distribution. The filing clerks take the withdrawal slips from the bookkeepers and file them by dates.

When the depositor's balance reaches five dollars, he is urged to open a savings account in the First National Bank of St. Louis. He may go personally to the bank, or the teacher may act as the agent of the bank and enrol him as one of its depositors. In the latter case she fills out the necessary forms, takes these to the bank, and deposits for him the total of his Blewett Bank balance, including accrued interest. There is cash available for this transaction from the day's receipts of the Blewett Bank.

The daily receipts of the Blewett Bank, in so far as they are not needed for such transactions as the foregoing, are deposited in the First National Bank in a savings account known as the Blewett Thrift Fund. This fund draws interest on the basis of its daily balances; by special arrangement withdrawals may be made from this fund at any time without loss of interest already earned. The pupil's deposits draw interest first from the Blewett Bank and then from the First National Bank. What he gets in that way from the Blewett Bank is his share of the interest on the Blewett Thrift Fund.

The principle of rotation in office is followed, so that each pupil gets practice in every type of work required to run the bank. Each semester a new class takes charge of the institution. The teacher performs the varied duties of manager, inspector, and auditor.

During the twelve weeks that the bank has been in operation this year there have been 549 depositors; the deposits have totaled \$1,541.23; the withdrawals (Christmas?), \$643.21.